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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on writing apprehension and the writing process is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

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Learning Package #32

Writing Apprehension and the Writing Process

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CS212187

OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Writing Apprehension and the Writing Process

by Norma Decker Collins

(All References are fully documented in the enclosed bibliography, or in a reference list following the lecture)

Lecture

Frank Smith (1981) in his article, "Myths of Writing," addressed many common misconceptions held about writing. Smith contended that these preconceived notions about writing were/are actually myths. He pointed out the need to dispel common myths of writing in order for the realities of writing to emerge. For example, many of us have been taught that writing must be "right" the first time. Under this kind of pressure, we may find ourselves immobilized. Smith suggested that writing is rarely right the first time, and that writing often requires many attempts before it is likely to be "right."

Students who operate under the one, "right" draft mentality are likely to avoid writing. Few of us can sit down and compose an error-free, concise, and well-focused document in one attempt. Teachers must help students understand that writing, as an act of composing, is complex, messy, and often difficult. Sharing this tip with students is the first step in acknowledging and assuaging fears that surround writing.

In order for teachers to share this tip with students, they must be engaged in the writing process themselves. Teachers must experience the complexities, frustrations, and rewards of writing in order to share the process of writing with students. Students learn to view writing as a series of ongoing and overlapping stages, and they need assistance from teachers who have engaged in the same process.

The professional literature is replete with articles positing rationales that support writing as a recursive process. Writing involves thinking, rethinking, and comparing one's thinking with others; it is not derived from a five-step formula guaranteed to work every time. This does not mean that students must sort out the thinking/writing process without assistance, or that help is not available. In fact, the opposite is true. Teachers who are writing themselves know that writing goes through several definable and teachable stages. For example, writers look for ways to get started in the writing process, ways to sustain their writing, and ways to make their writing clear and understandable to others.

Let's look at each of these stages and identify strategies that writers often employ in regard to pre-writing, writing, and rewriting. Because writing contains information, writers must begin by collecting data (stuff) about the topic for which they are preparing to write. Some researchers call this searching-for-information stage "collecting" (Murray, 1987). This event involves

gathering raw material. Collecting material may include reading, research, interviewing, and other "external" means. Alternatively, the writer may look inside him/herself to determine what he/she already knows and feels about a particular topic. This, of course, assumes that the writer already has a topic in mind.

For many students, getting a topic in mind is the most difficult part of writing. Again, students can become immobilized quickly. Many students feel their topics must be profound, world-recognized events, or traumatic experiences they have survived. Student writers do not realize that a vivid description of their favorite place to visit or the retelling of a personal event are potential topics. Thus, brainstorming for topics may be the first place to begin helping students write with fluency and confidence.

Most writers benefit from writing about what they know and about topics in which they have an interest. According to writing researcher Donald Graves (1983), topic selection is directly related to the quality of writing that students produce. Students who choose topics of personal interest are likely to begin writing, sustain writing, and improve writing in ways that are not possible when they are detached from their topic.

Thus, students need help in brainstorming for topics, choosing topics of personal interest, and collecting information about the selected topics. Assistance at all of these stages is critical to diminishing the apprehension many students feel about

writing, and to improving the quality of writing students produce. It also helps students understand that writing involves talking, sharing, comparing ideas, and getting feedback from others. This is another myth discussed by Frank Smith (1981); students often think of writing as a solitary act when in reality, writing is a social action. Writing is enhanced by interacting with others.

If students have been assisted in selecting a topic, talking about it with a potential reader, and gathering information to include in the writing, they are not left to face the blank page. They have jot-lists, notes, books to read, and insights from other people; they have raw material for their writing, and they have a greater sense of confidence in their ability to begin.

An additional "getting started" strategy that may be helpful for apprehensive writers is freewriting. Freewriting involves setting a timer for a specific number of minutes and writing without stopping. The goal is to explore one's own thinking without judging it. Freewriting is a discovery procedure that does not involve issues of correctness and "worth"; instead it involves exploration of ideas. Asking students to freewrite about a possible topic helps them realize what they already know and feel about their subject, and points outs ways they may proceed as they begin formally to create a text. The advantage of freewriting is its liberating quality. The writer writes whatever comes to mind. The

only goal is to keep writing. Often, writers are surprised by the ideas that emerge through freewriting.

The creation of thoughts through the act of writing is another aspect of writing that is addressed by Frank Smith (1981). Often, students think they must have an idea (and a pretty good one) in mind before they begin to write. Smith contends that the act of writing creates thoughts; writers may not have a clear understanding of their subject until they engage in the act of writing. Sharing this insight with apprehensive writers relieves them of the burden of thinking that they must know everything they are going to say before they begin to write.

As teachers demystify the writing process, they create an environment that supports writing. They give students the message that they are capable of doing what writers do. This includes: choosing their own topic; testing the topic to see if it has potential for them as writers; gathering information about the topic; drafting a discovery piece of writing about the topic; and getting feedback from other students and from the teacher throughout the process. Realizing that writing is a composing *process* frees the apprehensive writer from thinking he/she must produce a polished product the first time and without assistance.

Many writing teachers view writing as rewriting. They acknowledge that writing is actually never "done." Writing can always be made better; it can be written from another point of

view, or it can be reordered and rearranged. Helping students to see revision as an opportunity to rethink and reshape a piece of writing points out the constructive, positive aspects of revision. It helps students realize that they can make their writing better during the revision stage. Knowing that revision is part of the writing process alleviates fear for many writers who feel each word they write must be concise, accurate, and enlightening as they produce it. Often, apprehensive writers are too critical of their writing in the early stages. Writers must learn to withhold criticism until the editing stage. They need to focus on producing a draft, with the knowledge that they can judge the draft later in the process.

Providing students with strategies that will help them make their writing better is important. Many students have come through school thinking that revision means recopying. They do not realize that revision actually means to "see again." Some strategies for revision that you may want to discuss with your students include:

1. Ask students to tell you in one sentence what their piece of writing is about. A piece of writing can only sustain one dominant point. Other points must extend, relate to, and support the dominant theme.
2. Ask students to read their writing aloud to a peer consultant or a writing group. The ear is an excellent revision tool.

Many writers can hear incongruencies, awkward constructions, and unclear passages that they could not detect by merely rereading the text.

3. Ask students to look at the order in which they have developed ideas. Often, a piece of writing is improved by moving ideas around, by reordering.
4. Ask students to read line-by-line, looking for the most precise word, the strongest verb, the clearest image. Reading closely requires deleting words, adding words, substituting words, and rearranging words. Always, the goal is clarity of expression.
5. Encourage students to read as writers, noting how authors use language to impact readers. Focusing on what reading has to offer writers emphasizes the connections that exist between reading and writing.
6. Ask students to brainstorm additional strategies for revision with you. Students can construct a class list of suggestions about how writing can be made clear and meaningful.

Apprehensive writers are often apprehensive readers. They have not learned that reading is also an act of composing. Assisting apprehensive learners in reading will reinforce the interdependent nature of reading and writing, and give students confidence to embrace them both.

In conclusion, we must demystify the processes of reading and writing for apprehensive learners. Let's review the myths presented by Smith (1981) and consider how knowledge of the realities of writing can assuage the fears that apprehensive writers experience:

1. Myth: Writing must be right the first time. Reality: Writing is rarely right the first time, and a piece usually goes through several stages before the writer actually concerns him/herself with correctness. There is time for critical reading and questioning *after* writing has been created, in the revision stage.
2. Myth: Writing is a solitary act. Reality: Writing is a social event. It is generally meant to be shared with others, and it is enhanced through feedback from others throughout the process.
3. Myth: Writers must wait for an idea before they begin to write. Reality: Writing actually may create thought. Students need to begin to write in order to discover what they have to say.
4. Myth: Teachers of writing do not need to write themselves in order to teach their students how to write. Reality: Teachers must experience the frustrations and the rewards of writing in order to help students understand the writing process. Teachers need to be members of the "club of

writers" before they can invite their students in (Smith, 1981).

By demystifying writing for students, teachers can diminish the anxiety many students feel when they sit down to face a writing assignment. Realizing that writing is a social action helps teachers avoid the kind of writing assignment that is made on Monday, due on Friday, and never referred to again in class. Students need assistance in all stages of writing. They need help in choosing engaging topics, and in collecting information to use in their drafts. They need feedback from others to see if their ideas are understandable to potential readers. Students also need the opportunity to revise their thinking and their writing, and they need strategic lessons to support their efforts throughout the composing process.

The articles in your packet address causes of and possible remedies for writing apprehension. They include a discussion of apprehension measures which can be used to identify high apprehensive students, they discuss characteristics of high and low apprehensive students, and they reinforce our discussion of writing apprehension and the writing process. Ultimately, the issue comes down to supporting students in the act of composing in ways that will promote fluency, skill, and confidence. We hope the materials in this learning package will help you accomplish this goal.

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
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Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

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ERIC® CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

May 1989 DIGEST

Encouraging Revision

Teaching Writing with Peer Response Groups

by Andrea W. Herrmann

Teachers have turned their classrooms into communities of learners, as the focus of writing pedagogy shifts from written products to writing as a process, and as ways of making knowledge—including writing—are viewed from a collaborative or social perspective (Bruffee, 1983; Faigley, 1985). Writing instruction in our classrooms reflects a growing appreciation of the value of talk. By implementing peer writing groups, teachers encourage students to give, seek, and react to oral feedback among themselves as they write, in addition to reacting to the teacher's traditional comments on finished papers. This trend raises the interesting question of what effect peer feedback has on students' revision practices.

Respected teachers and writing theorists have fostered peer groups in high school and college classrooms as a way to encourage students to write and revise. Elbow (1973) promoted the use of "teacherless writing groups"; Murray (1982) recommended that teachers train students to respond constructively to writing in process; Macrorie (1984) discussed the value of creating a "helping circle"; Moffett (1983) suggested that teachers teach students to teach each other; and Bruffee (1983) maintained that getting students "to talk through" the task of writing is a form of collaborative learning that is essential. Using peer response groups, even with young writers, brings positive benefits, according to the descriptive classroom studies conducted by Graves (1983; 1984) and Calkins (1982; 1983).

Peer reactions often help young writers

Hence, writing groups, whose activity is sometimes referred to as "peer conferencing" or "peer collaboration," have become a pedagogical tool in a wide-range of teaching/learning contexts. It should be noted that teachers sometimes have peer groups respond in writing to written drafts from their fellow students. (See, for example, Wauters, 1988.) But more commonly, collaboration provides writers with an opportunity to read their drafts aloud and to discuss them face-to-face with a peer audience *while* the written product is taking shape. Class-room talk can be a positive aspect in supporting all phases of the writing process (Reid, 1983). Small groups can help appre-hensive or blocked writers become more fluent and can pro-vide an audience that assists the writer in revising (Legge, 1980).

Cooperative writing workshops help students discover audience, according to one study of college freshmen (Glassner, 1983). An ethnographic study concerned with talk in a high school classroom community examined whether writers' intuitions and revision strategies, among other things, could be "strengthened within a supportive classroom environment." (Kantor, 1984, p. 75). The study concluded that the development of a peer community fostered growth from egocentrism to audience awareness, and that knowing the audience helped students become more aware of possible strategies for revising.

Ziv (1983) found a pattern in the way the interaction in peer writing groups develops. Early in the semester, students' comments were primarily positive, but included some criticisms of content and form. The writers, however, did not always revise according to the reactions of their peers, and some- times resented the criticisms. Later in the semester, however, advice from peers was more likely to be heeded because the students offered each other more concrete suggestions for revision.

Some studies indicate mixed effects

Not all the studies of peer reaction show unqualified positive effects on revision, however. Some studies suggest negative consequences as well. Gere and Stevens (1985) looked at a fifth-grade writing class to determine if the oral responses provided by groups to individual writers shaped their subsequent revisions. The study found both positive and negative results. Student writers were challenged by their peers "to clarify, to provide more detail" (p. 95) as the peer reacters asked questions when they were confused, and suggested ways to improve the writing. Some student writers integrated their peers' suggestions into subsequent revisions. Yet there were incidents of unproductive, even hostile, verbal exchange, and in some groups students hurried through the group work in a "robotlike monotone."

A case study of four children with low, average, and high abilities in writing (Russell, 1985) examined the relationship between peer conferencing and revision. The results indicated that in revising, poor writers were dependent on the questions of other students, whereas average and good writers tended to become their own audience and revise on their own.

Another case study conducted with college freshmen (Berkenkotter, 1983, 1984) sought to find out how students interact in their writing groups and whether writers improve their texts as a result of the interactions. The research revealed that the students' attitudes toward assistance from their peers varied considerably, as did the writers' approaches toward revision. One student, Stan, was too immature to heed his audience. Another student, Joann, became vulnerable to unwarranted criticism because she was so sensitive to her peer audience. Although a third student, Pat, felt responsible to his audience, he felt a greater obligation to his emerging text and revised independently of peer suggestions. The study concluded that students writing for an audience of peers do not necessarily benefit from their peers' suggestions.

Peer reaction seems to work in computer-assisted instruction

Preliminary evidence suggests that the nature of peer collaboration and feedback in classrooms where computers are used to teach writing differs from that in regular writing classrooms. Under certain conditions, computers as writing tools appear to promote a collaborative environment, both in learning to write and in learning to use the technology (Daiute, 1986; Dickinson, 1986; Herrmann, 1985a, 1985b, 1986; Hocking and Visniesky, 1983; Selfe and Wahlstrom, 1985; Sudol, 1985).

In a classroom of first and second grade children, the computer created a whole new social organization that affected the way the children interacted (Dickinson, 1986). An ethnographic study that described a high school classroom (Herrmann 1985b, 1986) found a similar result. A variety of types of peer collaborations developed, having various kinds of influence on writing and revision; but not all students learned to collaborate successfully. The success the students had in revising their work appeared to depend, in part, on their ability to form effective collaborative relationships.

The literature suggests that the effects of peer comments on revision is not a simple cause and effect matter, but rather a complex one, dependent upon the interrelationship of multiple factors within the evolving social environment of particular classrooms and groups of students. While some of the students studied appeared to benefit from the comments of their peers, not all students in all classrooms did. Some students were unable, unwilling, or even ill-advised to follow peer reactions in revising what they had written. While there may be no one-to-one relationship between peer comments and revision, these studies, particularly the qualitative ones, suggest a range of real and potential benefits for students participating in an effective community of responsive peers.

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ERIC Clearinghouse on Reading and Communication Skills

ERIC Digest

Dialogue Journals

Teachers who want to involve every student, even the most reluctant, in a literacy practice which unites reading and writing and encourages thinking and reflection, may want to consider incorporating dialogue journals into their classroom practice. Dialogue journals use writing as a genuine means of communication between each student and the teacher, to get things done in the common life they share in the classroom.

What Is a Dialogue Journal?

A dialogue journal is a bound composition book in which each student carries on a private written conversation with the teacher for an extended period of time (school year, semester). Unlike much school-assigned writing, which is often only for purposes of evaluation, dialogue journals are *functional, interactive,* mostly about *self-generated topics,* and deeply embedded in the continuing life of the classroom. Both persons write to each other in an informal, direct style about topics of mutual interest, usually on a daily basis at elementary level, two or three times a week for older students. In a school year, even primary students can fill several composition books.

Dialogue journals serve as a bridge between natural spoken conversation, with its participants and turns, and the traditional classroom tasks of essay and report writing. They also allow students to develop more coherent self-expression and a personal "voice"—both essential aspects of writing which are often lost when basic composition skills are stressed.

Dialogue journals were developed over many years by a sixth-grade teacher, Leslie Reed, in Los Angeles, to meet several needs—to get to know her students better, to get feedback on lessons, to improve classroom discipline, and to involve each student in meaningful reading and writing. Extensive classroom observations and text analyses of dialogue journals have been conducted with both native and nonnative speakers of English (Staton 1980; Staton et al. 1987; Kreeft et al. 1985). They are now being used with first- through sixth-graders, with second language learners, with high school and college students in various content areas (Atwell 1984) and with special education populations (Baites et al. 1986).

Some brief excerpts from dialogue journals in Leslie Reed's class are helpful for understanding their conversational, interactive nature.

Gordon: *I did terrible on the math homework from last night. Math was totally terrible. I hate math. I really do hate it!*

Mrs. R.: *Come on! Give yourself a chance. You hate every new math idea and in a couple of days you're saying "I like this—it's easy!" You'll catch on—let me help!*

Gordon: *That is not true! I did not say that about fractions—did I?*

* * * * * * *

Janinne: *I wish that I didn't win the Spelling Bee. I know I should be happy about winning but I feel worse than I ever did . . . I feel very much as if the whole world is against me. Even what I thought were my best of friends. The people I trusted now hate me. Why can't they understand?*

Mrs. R: *It is difficult to understand—and I understand and share your weird feelings! . . . It is most difficult to be a good loser! Somehow being a loser you feel better if you can criticize or "tear down" the winner. The act of destroying the winner makes a poor loser feel better.*

Although each entry is brief, from a few sentences to a page in length, the same topics tend to be discussed and elaborated on for several days, creating extended writing opportunities. Such writing works best when teachers understand the need for students to "own" their writing, allowing students to write about whatever concerns or topics they feel are important on a given day. Students ask questions, complain about lessons, describe what happened on the playground or at home, reflect on why things happen, express personal feelings—in other words, they use written language in all the purposeful ways they use their spoken language.

What Are Some of the Benefits to Students?

Dialogue journals create a one-to-one relationship between student and teacher in which both academic and personal concerns may be discussed. The journals represent a concrete application of Vygotsky's theory that learning of functional human activities occurs first through the learner's cooperative participation in accomplishing tasks with a more experienced partner. What the learner can do with assistance today can be done unaided in the future. By creating a dialogue setting, the teacher supports the student's emerging reading and writing competencies and the acquisition of more complex reasoning skills (Kreeft 1984; Staton 1984).

But dialogue journals are not a method of instruction in specific skills; they provide opportunities to use newly acquired abilities in writing and reading. As with any truly individualized practice, each student benefits in a different way. Research has shown some of the following benefits:

1. Opportunities to engage in reflection about experiences and to think together with an adult about choices, problems, and ideas (Staton 1984).
2. Opportunities to engage in a natural, purposeful way in different kinds of writing—narration, description and argumentation, even poetry (Kreeft et al. 1985; Staton et al. 1987), and to use all the functions of language.

3. Opportunities to read a personalized text—that is, the teacher's written responses—about topics the student has initiated. The teacher's writing may often be more advanced and complex than textbooks that students are assigned to read (Gambrell 1985; Staton 1986).

Teachers of younger children find the dialogues particularly helpful in early stages of literacy instruction. The interactive dialogue, with just a few sentences each day, makes use of the young child's developed competence in oral language, as shown in this dialogue between a child (who is not yet a "reader," according to standardized tests) and her teacher, Marley Casagrande of Fairfax County.

Kelly: *I like the little red hen and Dick and Jane. I have problems some times Well I have this problem it is I am not very god on my writing.*

Mrs. C.: *I think you are a good writer. Keep on trying. I like the Little Red Hen, too, Kelly. Keep on writing!*

Kelly: *Oh kay. Do you have a problem. if you do I will help you and what are you going to be for Halloween.*

Mrs. C.: *I am going to be a farmer. I will wear overalls and a straw hat. Everybody has problems, Kelly. Some problems are big and some are small. One of my small problems is I can't stop eating chocolate when I see it.*

Studies also show that the more reluctant and least proficient writers are motivated to write in dialogue journals, and that this motivation can transfer to other writing tasks (Hays and Bahruth 1985). Over time, student entries increase in length, become more fluent, and show greater competency in focusing on a topic and elaborating on it (Staton et al. 1986).

For the ESL learner, there is an added benefit in this daily, continuous conversation: the teacher's responses provide clear, comprehensible language for students to absorb subconsciously as a model for language acquisition (Kreeft et al. 1985). Teachers become competent at writing to an optimally challenging level for each student, varying their language to ensure comprehension (Kreeft et al. 1985).

Students have their own way of explaining the benefits of dialogue journals to themselves:

> The worksheets make you answer questions, but the dialogue journal makes *me* ask the questions, and then the teacher helps me think about possible answers. (Staton 1984)

What about the Time It Takes?

Incorporating dialogue journals into a teacher's daily schedule does take time, but that time is also useful for planning the next day's lessons, based in part on the information the dialogue journals provide. Teachers find that they enjoy responding in the journals and look forward to this time.

A second major benefit for teachers is that the dialogue journals seem to improve classroom management and discipline. The journals are a long-range technique for helping individual students learn how to manage their own actions. Teachers report that the individual dialogues help them reach students who are discipline problems or are often absent.

Dialogue, a newsletter on dialogue journals, is available from CLEAR (Center for Language Education and Research at the Center for Applied Linguistics), 1118 22nd Street NW, Washington, DC 20037. The list of several handbooks on the subject is now available (Baites et al. 1986).

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ERIC

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ276048
AU: Aldrich,-Pearl-G.
TI: Adult Writers: Some Factors that Interfere with Effective Writing.
PY: 1982
JN: Technical-Writing-Teacher; v9 n3 p128-32 Spr 1982
DE: Administrators-; Failure-; Negative-Attitudes; Occupational-Surveys; Organization-; Planning-
DE: *Job-Skills; *Technical-Writing; *Writing-Apprehension; *Writing-Processes; *Writing-Research
AB: Reports the methodology and results of a survey of professionals who write on the job to discern the problems they encounter. Indicates that fear and avoidance of the writing task, little or no advance planning, and an inability to organizecontent were at the root of their writing difficulties.(HTH)

AN: ED270793
AU: Allen,-Jeanne-Vasterling
TI: Student Writing Apprehension: A Psychotherapeutic Approach.
PY: 1985
NT: 31 p.; Paper presented at the Meeting of the Basic Writing Conference (St. Louis, MO, September 21, 1985).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Anxiety-; Higher-Education; Humanistic-Education; Psychotherapy-; Teaching-Methods; Writing-Readiness; Writing-Research
DE: *Psychoeducational-Methods; *Student-Attitudes; *Writing-Apprehension; *Writing-Instruction
AB: Writing apprehension needs to be understood and solutions found for it so that students' fears can be lessened and their success with writing increased. Carl Roger's client-centered, nondirective psychotherapy applies well to teaching composition. Composition teachers need to be real, empathic, and accepting, and should thus shed their authoritarian facades--specifically the facade of confidence, which means revealing their vulnerability--and they should value their students' feelings, opinions, and individuality. Empathy is more than understanding: it is knowing; teachers' fears are often similar to their students', but they must recognize the similarity in order to better empathize. Using Daly's Writing Apprehension Test, University of Missouri-Kansas City (UMKC) freshman composition students were studied to determine the degree of attitude improvement during one semester. Results indicated that taking UMKC freshman composition does not necessarily reduce writing apprehension, and that writing apprehension tests need to be given at the beginning of a course to identify fearful students so they can be helped. Extensive tables of data are provided. (SRT)

AN: EJ287970
AU: Auten,-Anne
TI: ERIC/RCS: Report: Help for Reluctant Writers.
PY: 1983
JN: Language-Arts; v60 n7 p921-26 Oct 1983
AV: UMI
DE: Elementary-Education; Teaching-Methods; Writing-Difficulties
DE: *Student-Attitudes; *Writing-Apprehension;
*Writing-Instruction;
*Writing-Research
AB: Examines materials in the ERIC database on thecharacteristics of the reluctant writer, the effect of apprehension on writing performance, and teaching strategies to encourage writing proficiency. (HTH)

AN: ED286202
AU: Baxter,-Barbara
TI: Basic Writing: Breaking through the Barriers of Apathy and Fear.
PY: 1987
NT: 13 p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (22nd, Jackson, MS, February 19-21, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Environment; Higher-Education;
Remedial-Instruction;
Student-Attitudes; Teacher-Role; Teaching-Methods;
Theory-Practice-Relationship; Writing-Improvement
DE: *Writing-Apprehension; *Writing-Difficulties;
*Writing-Instruction
AB: When students have difficulty writing, it is often because they are apathetic or afraid of failing, rather than because of a serious lack of skill. Basic writing teachers must break through student apathy and fear before the students can begin to progress. One way is to ask basic writers to unscramble sentences or analyze ambiguous sentences to discover that they already have a strong command of grammar and structure. Basic writers also often have poor self esteem which can interfere with their ability to produce work comparable with their capabilities. A student-centered environment in the classroom, and use of concrete materials and problems can help students build a sense of self-worth. Small group work and the use of tapes, films, and records can help maintain student interest, while occasional "frivolous" freewriting or analyzing can break class monotony. Because basic writers usually have numerous problems with their writing, setting one or two tangible goals for each paper can reduce student anxiety about producing a "perfect" paper, and numerous drafts can let them achieve one goal at a time. This strategy reduces the amount of time teachers must spend grading as well. Such methods may help students come to regard writing as a conquerable skill, and provide them with the impetus for

further self-directed learning. (JC)

AN: EJ365949
AU: Bennett,-Kaye; Rhodes,-Steven-C.
TI: Writing Apprehension and Writing Intensity in Business and Industry.
PY: 1988
JN: Journal-of-Business-Communication; v25 n1 p25-39 1988
AV: UMI
DE: Communication-Research; Job-Performance; Job-Skills; Organizational-Communication; Personnel-Management
DE: *Business-Communication; *Writing-Apprehension; *Writing-Difficulties
AB: Tests the hypothesis that high writing-apprehensive subjects would differ significantly from low writing-apprehensive subjects regarding the writing intensity of their jobs. Suggests that where a lack of writing productivity exists in writing-intensive jobs, managers might explore writing-apprehension problems, or at least examine the match between levels of apprehension and writing requirements. (MM)

AN: ED224023
AU: Bennett,-Susan-G.
TI: What Everyone Should Know (Has Known but Done Little to Implement)
about Evaluating Students' Writing.
PY: [1981]
NT: 23 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Student-Attitudes; Teaching-Methods; Writing-Apprehension
DE: *Teacher-Response; *Writing-Evaluation; *Writing-Instruction; *Writing-Processes; *Writing-Readiness
AB: Research on the composition process and writing instruction has reiterated that red-pencilling students' literary efforts achieves mostly negative effects. Researchers contend that if teachers ignore the mechanics used (or misused) by beginning writers, if they encourage and stimulate the production of both oral and written language, reward the expression of ideas, and value fluency and creativity, then through reading others' words and generating their own, children will gradually recognize and use spelling rules, punctuation, and proper syntax. Most children arrive in first grade well equipped with the language necessary for composition, but few control transcribing--spelling and mechanical--rules. Two samples of writing exemplify this: one a perfectly spelled and punctuated two-word title, the other an extended, creative composition with several spelling and punctuation errors. The first indicates a fear of making errors, while the second indicates a willingness to take risks. Clearly, the second exemplifies an attitude that should be encouraged if

the student is to become a proficient writer. Educators should be suspicious of first reactions to students' writing--reactions usually in response to error or "correctness." Educators must promote turning classrooms into supportive, safe places in which to learn, to practice, to err, and to take risks, in order to meet the needs of beginning writers. (Examples of beginning writers' compositions are appended.) (HTH)

AN: EJ341059
AU: Bizarro,-Patrick; Toler,-Hope
TI: The Effects of Writing Apprehension on the Teaching Behaviors of Writing Center Tutors.
PY: 1986
JN: Writing-Center-Journal; v7 n1 p37-43 Fall-Win 1986
DE: Higher-Education; Teacher-Student-Relationship
DE: *Teacher-Behavior; *Tutors-; *Writing-Apprehension; *Writing-Instruction; *Writing-Laboratories; *Writing-Research
AB: Reports on a study of writing apprehension in writing center tutors, results of which indicated a strong correspondence between various dimensions of writing apprehension and specific teaching behaviors that do not aid the student in problem detection or writing improvement. (HTH)

AN: ED228645
AU: Bogen,-Don
TI: Playing Games in the Writing Class: How Exercises Work.
PY: 1982
NT: 11 p.; Paper presented at the Annual Meeting of the Modern Language Association (97th, Los Angeles, CA, November 27-30, 1982).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Higher-Education; Poetry-; Writing-Apprehension; Writing-Processes
DE: *Educational-Games; *Teaching-Methods; *Writing-Exercises; *Writing-Instruction
AB: Writing exercises are games that can lead to success in the classroom because they are artificial and have arbitrary rules defined by the instructor. By giving students a starting point, a limited task, and the assurance that the writing is, after all, "just a game," exercises can circumvent students' initial anxieties about self-presentation and allow new material to arise inadvertently in the process of completing an assignment. Exercises that involve the recasting of previously written material--changing a personal piece into a dramatic monologue, altering verb tense, rearranging the order of stanzas or sentences--are particularly useful in developing concentration as one specific part of the writing process. Through memorization, students can begin to discover the complex links of sound, imagery, and rhetoric that hold a poem togther. Through the rules of the game of imitation, the students can examine and make use

of techniques they would not have been able to use on their own. Furthermore, students completing an exercise can take certain imaginative risks within the boundaries of the task that they would never have considered in their own work. Repetition is another technique for stimulating students' imaginations by pushing "too far." Used correctly, writing exercises not only can help students get started, write imaginatively, and learn the techniques and problems of the craft of writing, but they also can lead to fundamental changes in students' work and their way of approaching writing. (HOD)

AN: ED277046
AU: Boice,-Robert
TI: Causes and Cures of Writing Blocks: An Annotated Bibliography.
PY: [1985]
NT: 44 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Attitude-Measures; Behavior-Modification; Cognitive-Processes; Cognitive-Restructuring
DE: *Writing-Apprehension; *Writing-Difficulties; *Writing-Instruction; *Writing-Processes
AB: To provide a broad view of writer's block and the composing process, this annotated bibliography includes 100 sources that discuss (1) early views of blocking, e.g., Freud's warning about internal critics; (2) contemporary curatives, e.g., cognitive therapies that purport to change a writer's inhibitory self-talk; (3) successful writers' accounts of past blocking, e.g., Joan Didion's recollection of feeling she had suffered a small aphasic stroke; (4) scientific assessments of writing problems, e.g., Daly and Miller's Writing Apprehension Scale; (5) differences in conceptualizing and treating blocks, e.g., psychoanalytic vs. behavioral; and (6) ways to make writing less painful for all writers. (SRT)

AN: EJ311443
AU: Boice,-Robert
TI: Cognitive Components of Blocking.
PY: 1985
JN: Written-Communication; v2 n1 p91-104 Jan 1985
DE: Anxiety-; Cognitive-Processes; Higher-Education; Self-Evaluation-Individuals; Writing-Improvement
DE: *Self-Concept; *Writing-Apprehension; *Writing-Instruction; *Writing-Research
AB: Analyzes more than 5,000 examples of "self-talk" gathered from blockers and nonblockers during the initiation and completion of writing sessions to reveal seven cognitive components of blocking: work apprehension, procrastination, dysphoria, impatience, perfectionism, evaluation anxiety, and

rules. Indicates that blockers are more likely than nonblockers to list negative thoughts and less likely to evidence "psych-up" thoughts during writing. (FL)

AN: EJ348978
AU: Bruner,-Mark
TI: Brief: Using Knuckles to Help Solve Writer's Block.
PY: 1987
JN: Language-Arts; v64 n4 p444-46 Apr 1987
AV: UMI
NT: Thematic Issue: Issues That Divide Us.
DE: Elementary-Education; Poetry-; Writing-Processes
DE: *Creative-Writing; *Creativity-; *Writing-Apprehension; *Writing-Instruction
AB: Argues that the word "creativity" can inhibit students from writing because they feel what they write must be completely new and original. Offers suggestions for helping alleviate writing apprehension such as stream of consciousness writing or free writing. (SRT)

AN: ED282255
AU: Crisp,-Sally-Chandler
TI: "Aerobic" Writing: A Writing Practice Model.
PY: 1986
NT: 11 p.; Paper presented at the Meeting of the Midwest Writing Centers Conference (Overland Park, KS, October 24-25, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Higher-Education; Revision-Written-Composition; Teaching-Methods; Writing-Apprehension; Writing-Laboratories
DE: *Expository-Writing; *Writing-Exercises; *Writing-Improvement; *Writing-Instruction; *Writing-Processes
AB: "Aerobic writing" is a writing center strategy designed to keep students in writing "shape." Like aerobic exercise, aerobic writing is sustained for a certain length of time and done on a regular basis at prescribed time intervals. The program requires students to write at least two times a week for approximately an hour each time. Students write, save what they have written, date it, and submit the work when they have accumulated eight to ten pieces. The teacher does not critique the work initially, but comments only on positive aspects of the paper or asks questions about the content. The idea is not to discourage the students with citations of structural errors, but to encourage the students to continue. After the students have submitted two batches, the teacher selects one or two promising pieces for each writer to expand, revise, and polish. The practice writing sessions are suspended while the students revise. During the course of a term, each student produces 30 to 40 pieces of writing, ranging from one to three pages. The teacher will conduct three to five conferences with each student as the term progresses. This aerobic strategy works particularly well with

writing apprehensive students, since it builds confidence and, like any form of exercise, produces greater proficiency. (AEW)

AN: EJ289597
AU: Daly,-John-A.; Wilson,-Deborah-A.
TI: Writing Apprehension, Self-Esteem, and Personality.
PY: 1983
JN: Research-in-the-Teaching-of-English; v17 n4 p327-41 Dec 1983
AV: UMI
DE: Higher-Education; Measures-Individuals; Meta-Analysis; Writing-Composition
DE: *Personality-Traits; *Self-Esteem; *Student-Attitudes; *Writing-Apprehension; *Writing-Research
AB: Relates writing apprehension to a variety of measures of self-esteem and personality in 13 separate studies. (HOD)

AN: EJ339915
AU: Donlan,-Dan
TI: When Teacher-Researchers Compare Notes on Writing Apprehension.
PY: 1986
JN: English-Journal; v75 n5 p87-89 Sep 1986
AV: UMI
DE: Elementary-Secondary-Education; Writing-Difficulties; Writing-Evaluation; Writing-Processes
DE: *Writing-Apprehension; *Writing-Instruction; *Writing-Research
AB: Outlines research done by teachers on writing apprehension and concludes that teachers are natural researchers because they continually pose questions about the nature of their students and the effectiveness of their teaching. (SRT)

AN: EJ296755
AU: Feinberg,-Susan-G.
TI: A Questionnaire to Evaluate Student Attitude.
PY: 1983
JN: Technical-Writing-Teacher; v11 n1 p46-51 Fall 1983
DE: Higher-Education; Student-Evaluation
DE: *Attitude-Measures; *Questionnaires-; *Student-Attitudes; *Technical-Writing; *Writing-Apprehension; *Writing-Instruction
AB: Presents a self-report questionnaire designed as a means of measuring writing apprehension in technical writing students. Explains how to administer, score, and evaluate the results of the questionnaire. (FL)

AN: EJ367216
AU: Fox,-Mem
TI: Notes from the Battlefield: Towards a Theory of Why People

Write.
PY: 1988
JN: Language-Arts; v65 n2 p112-25 Feb 1988
AV: UMI
NT: Themed Issue: Classroom Interaction as Teaching and Learning.
DE: Authors-; Foreign-Countries; Freshman-Composition; Higher-Education; Writing-Composition; Writing-Apprehension; Writing-Skills
DE: *Reader-Response; *Writing-Instruction
AB: Discusses why writers write, and cites caring about the response to writing as the key to development. Urges teachers to be sensitive to the social nature of writing and to the vulnerability of writers, and to demonstrate and encourage writing for fun, enjoyment, and power. (MM)

AN: EJ350907
AU: Giordano,-Gerard
TI: Attitude toward Writing: An Inventory.
PY: 1987
JN: Academic-Therapy; v22 n4 p419-22 Mar 1987
AV: UMI
DE: Writing-Instruction; Writing-Skills
DE: *Attitude-Measures; *Elementary-Secondary-Education; *Negative-Attitudes; *Student-Attitudes; *Writing-Apprehension
AB: The Attitude Toward Writing Inventory, is a simple, Likert-type instrument designed to assess students' positive, neutral, or negative attitudes toward writing. This instrument helps to identify the negative attitudes which must be changed before an instructional method can be effective. (CB)

AN: EJ271170
AU: Given,-Naomi
TI: A Report from the Field: Literacy in Eight New Jersey Corporations.
PY: 1982
JN: Teaching-English-in-the-Two-Year-College; v9 n1 p57-60 Fall 1982
AV: Reprint: UMI
DE: Business-Communication; Writing-Apprehension
DE: *Education-Work-Relationship; *Employee-Attitudes; *Literacy-; *Technical-Writing; *Writing-Research; *Writing-Skills
AB: Reports on a study of eight corporations to assess the nature of writing done on the job, and how important writing ability was to the employee's career. Results indicated that communication ability was important to their jobs, but most employees loathed writing and considered quality writing beyond their grasp. (HTH)

AN: EJ342392

AU: Hairston,-Maxine
TI: When Writing Teachers Don't Write: Speculations about Probable Causes and Possible Cures.
PY: 1986
JN: Rhetoric-Review; v5 n1 p62-70 Fall 1986
AV: UMI
DE: Educational-Theories; Higher-Education; Writing-Apprehension
DE: *Rhetoric-; *Teacher-Behavior; *Teacher-Role; *Theory-Practice-Relationship; *Writing-Composition; *Writing-Instruction
AB: Offers suggestions to help writing teachers overcome inertia and fear and begin writing themselves. (FL)

AN: ED250716
AU: Howgate,-Lynn
TI: Building Self-Esteem through the Writing Process. Writing Teachers at Work.
CS: California Univ., Berkeley. School of Education.
PY: 1982
AV: Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
NT: 191 p.; Prepared through National Writing Project.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Attitude-Change; Curriculum-Development; Elementary-Secondary-Education; Peer-Evaluation; Teacher-Student-Relationship; Writing-Apprehension; Writing-Exercises; Writing-Improvement
DE: *Self-Esteem; *Student-Attitudes; *Teaching-Methods; *Writing-Instruction; *Writing-Processes
AB: Acknowledging that the process approach to writing instruction is particularly valuable for lower ability students (because carrying a project through from prewriting to publication enhances their self-esteem), this book presents procedures for teaching writing to build student confidence and subsequently to improve student writing. Following an introduction, the first chapter discusses ways to set the stage for a conducive writing atmosphere. The next three chapters present activities for the stages of the writing process--prewriting, drafting, and revising. The fifth chapter discusses peer review of students' work before publication, while the sixth chapter suggests the proofreading stage as a final opportunity for students to discuss their papers with the teacher before publication. The last chapter explores various forms in which student writing can be "published," such as classroom books, letter exchanges, book reports, and screen plays. The appendix includes a curriculum guide, a guide to planning effective writing assignments, excerpts from student-authored books, and student poems and letters. (HTH)

AN: EJ352176
AU: Hulce,-Jim
TI: Dewriting: Breaking into Writing.
PY: 1987
JN: E[illegible]cise-Exchange; v32 n2 p7-9 Spr 1987
AV: UMI
DE: [illegible]sh-Instruction; Higher-Education; Secondary-Education
DE: *M[illegible]civation-Techniques; *Teaching-Methods;
*Wr[illegible]ng-Apprehension;
*Wri[illegible]ing-Instruction
AB: Suggests motivating writing apprehensive students by asking them to "remodel" passages from novels, magazines, or newspapers that have been stripped of details, descriptions, and compound sentences. (HTH)

AN: ED238008
AU: Hurlow,-Marcia
TI: Alleviating Writing Anxiety in Individual and Small-Group Settings.
PY: 1983
NT: 9 p.; Paper presented at the Annual Meeting of the Writing Centers Association (5th, West Lafayette, IN, May 5-6, 1983).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Error-Patterns; Higher-Education; Peer-Evaluation;
Peer-Teaching;
Student-Teacher-Relationship; Writing-Exercises;
Writing-Processes;
Writing-Skills
DE: *Individual-Instruction; *Security-Psychology;
*Tutorial-Programs;
*Writing-Apprehension; *Writing-Difficulties;
*Writing-Instruction
AB: When students do not write well in stressful situations, traditional instruction such as grammar exercises, sentence combining, and imitation of sentences will not be especially useful. Students are not often aware of their linguistic insecurity or of how insecurity affects language usage. The writing lab, however, creates an ideal setting for helping students regain their confidence in writing. For a writing lab to be effective, both tutors and students must realize that there is no one right answer, right sentence, or right rhetorical development for students to reach. Students also need to know the tutors well enough for the tutors to become authentic audiences for student writing. The opportunity for peer interaction offered by the lab is especially valuable, since peer tutoring is often less inhibiting than working with professors who might be insensitive to student problems. Lab activities such as timed writing or revising are effective in overcoming writing blocks because tutors are there to help with oral prewriting exercises.

Tutors also have the chance to observe students write. A common problem among insecure students called blurred patterns, for example, often occurs when students stop writing within a phrase or clause to consider how they are sounding. When students stop writing because they are anxious, tutors can have them verbalize their doubts and remedy them as they occur. (HOD)

AN: ED278991
AU: Karolides,-Nicholas-J., Ed.
TI: Writing Anxiety.
CS: Wisconsin Council of Teachers of English.
PY: 1982
JN: Wisconsin-English-Journal; v24 n3 Apr 1982
NT: 36 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Attitude-Change; Basic-Skills; Book-Reviews; Elementary-Secondary-Education; Gifted-; Higher-Education; Student-Attitudes; Teaching-Methods; Writing-Evaluation
DE: *Writing-Apprehension; *Writing-Instruction; *Writing-Skills

AB: The articles in this journal issue examine the characteristics of student writing apprehension, and teaching methods to alleviate it. The titles of the articles and their authors are as follows: (1) "Writing Anxiety: Reasons and Reduction Techniques" (Helen R. Heaton and Pauline M. Pray); (2) "Writing Anxiety and the Gifted Student Writer" (De Gutschow); (3) "Are Basic Writers Afraid to Write?" (Donna Gorrell); (4) "Encouraging Junior High Writers" (Monica L. Josten); (5) "Making a Writing Class a Community" (Robert C. Rosen); and (6) "Readers' Perceptions of Advanced College Writing and Adult College Graduate Writing" (Susan P. Miller and Charles F. Meyer). Reviews of selected books for children, adolescents, and teachers are included. (HTH)

AN: ED257099
AU: Keller,-Rodney-D.
TI: The Rhetorical Cycle: Reading, Thinking, Speaking, Listening, Discussing, Writing.
PY: 1985
NT: 13 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Group-Discussion; Higher-Education; Sequential-Learning
DE: *Prewriting-; *Teaching-Methods; *Writing-Apprehension; *Writing-Instruction; *Writing-Processes; *Writing-Readiness
AB: The rhetorical cycle is a step-by-step approach that provides classroom experience before students actually write, thereby making the writing process less frustrating for them. This approach consists of six sequential steps: reading, thinking,

speaking, listening, discussing, and finally writing. Readings serve not only as models of rhetorical modes and devices, but allow students to stockpile information. Students also learn to summarize ideas, synthesize those ideas in essays about personal experiences, and evaluate the significance of what they are doing. The thinking step involves invention, prewriting, organization, and strategies for good writing. The section is structured by having students brainstorm, list their own experiences, and free-write. The speaking step encourages students to explain to a small group their ideas and verbalize their outlines. While a student is speaking, the other members of the group are listening, the fourth step, and outlining the speaker's thoughts. Next, the group discusses the speaker's ideas and presentation. This discussion is essential since it is the effective rewriting of something that has not been written yet. At last, the students are ready for the final step, writing. (HOD)

AN: EJ365812
AU: Malone,-J.-L.
TI: The Literature of Permission.
PY: 1987
JN: English-in-Australia; n81 p27-29 Sep 1987
DE: Elementary-Secondary-Education; English-Curriculum; Literary-Styles; Literature-Appreciation; Poetry-; Writing-Apprehension
DE: *Creative-Writing; *Reading-Writing-Relationship
AB: Argues that reading literature broadens possibilities for the writing of literature, expanding not only the students' range of style but the topics about which it is permissible to write. Posits that teachers should introduce new kinds of writing to students so they will perceive more possibilities and open up as writers. (JC)

AN: ED263617
AU: McPherson,-Elisabeth
TI: Spelling, Revisited.
CS: National Council of Teachers of English, Urbana, Ill.
PY: 1984
NT: 4 p.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Guidelines-; Reading-Ability; Writing-Apprehension
DE: *Diachronic-Linguistics; *Skill-Development; *Spelling-; *Spelling-Instruction; *Teacher-Role; *Writing-Improvement
AB: One of a series dealing with current issues affecting language arts instruction, this paper focuses on spelling. The paper begins with the observation that when people complain that

students cannot write, too often they mean that when the students do write, they misspell a few words. After noting that spelling improvement comes from using words in context, the paper explains that much of the confusion in the English spelling system can be accounted for in the history of the English language. Taking the classroom into consideration, the paper emphasizes that the most important thing about spelling is that it is something writers use. It also cautions that worrying about correct spelling may prevent writers from producing anything worthwhile. The paper concludes with suggested guidelines for spelling improvement. (HOD)

AN: ED234429
AU: McQueen,-David
TI: Imaging as a Heuristic.
PY: 1983
NT: 24 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Creativity-; Elementary-Secondary-Education; Heuristics-; Higher-Education; Sensory-Training; Teacher-Role; Writing-Apprehension
DE: *Creative-Thinking; *Imagination-; *Prewriting-; *Writing-Exercises; *Writing-Instruction
AB: Imaging, or disciplined daydreaming, can be used in the composition class to expose students to their innate creativity, lessen writing anxiety, refresh memories before writing of personal experiences, and make impersonal subjects, such as historical events, vital and personal. Teachers can construct a classroom imaging session (which takes about 50 minutes, including 15 for writing) by (1) guiding students through progressive relaxation of their bodies; (2) introducing a predetermined locale and asking students questions about the locale that evoke visual, auditory, and olfactory images; (3) leading students on a "tour" through the locale; (4) instructing the students, if they are to be given control over their imaging, to return to every day awareness after they have fulfilled the purpose of the activity; and (5) having students write of their experiences. To insure a more effective imaging experience, teachers should have students sit in a circle, make their language as precise and clear as possible, introduce familiar locales in early imaging experiences, and deliver instructions in a rhythmic and relaxed voice. (MM)

AN: EJ371912
AU: O'Shea,-Judith
TI: Writing Apprehension and University Tests of Writing Competence.

PY: 1987
JN: English-Quarterly; v20 n4 p285-95 Win 1987
DE: Higher-Education; Writing-Composition; Writing-Difficulties; Writing-Evaluation; Writing-Processes; Writing-Research
DE: *Minimum-Competency-Testing; *Test-Anxiety; *Writing-Apprehension
AB: Argues that writing apprehension can be dispositional, but that it can also arise in response to elements in the writing situation. Discusses the elements in timed writing competence tests that can trigger writing apprehension and hinder effective writing. (JK)

AN: EJ269829
AU: Oliver,-Lawrence-J., Jr.
TI: Helping Students Overcome Writer's Block.
PY: 1982
JN: Journal-of-Reading; v26 n2 p162-68 Nov 1982
AV: Reprint: UMI
DE: Higher-Education; Models-; Secondary-Education; Teacher-Role; Teaching-Methods; Writing-Skills
DE: *Anxiety-; *Writing-Apprehension; *Writing-Instruction; *Writing-Processes
AB: Suggests that a focus on traditional rules for good writing can create writer's block and offers strategies that focus on the topic and student's thinking for overcoming writing apprehension. (HOD)

AN: ED246476
AU: Overbeck,-Lois-More
TI: Developing Self-Awareness about Writing Processes: The Perry Model and the Remedial Writer.
PY: 1984
NT: 13 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Course-Descriptions; Higher-Education; Learning-Processes; Remedial-Instruction; Student-Attitudes
DE: *Attitude-Change; *Models-; *Teaching-Methods; *Writing-Apprehension; *Writing-Instruction; *Writing-Processes
AB: The William Perry model of learning is directly parallel to what has been learned about writing processes. He observed that the student is essentially a dualist who sees everything as right or wrong. This stance of absolute acceptance wavers when the student encounters varieties of or disagreements among truths, thus gradually evolving into the cognitive position of "relativism." Two correctives to this scheme help make its applicability to remedial writing more evident. The first is the suggestion that the Perry scheme also operates on a horizontal axis and that the process of inventing the self (or personna) in

writing is constantly recursive. The other is the suggestion of the necessity of recursiveness to the learning process. Remedial students tend to be dualists about their writing skills, substituting self-consciousness for self-awareness. Central to the pedagogy of the author's remedial writing classes at Agnes Scott College is the students' shift from negative and dualistic notions about writing to a positive and relativistic awareness of writing processes. After writing spontaneously on what they perceive to be their writing problems, students complete a protocol analysis on previous writing experiences in order to set goals and objectives. They then learn writing strategies such as free writing, revision, and purpose and audience considerations. This self-awareness of writing processes creates a more positive attitude toward writing, and gives students a tool for learning and developing intellectual maturity in other areas. (HTH)

AN: ED259354
AU: Peterson,-Robert-J.
TI: Brain-Flow Writing.
PY: 1984
NT: 11 p.; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984). p305-314.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Business-Communication; Cognitive-Processes; Learning-Activities; Neurological-Organization; Relaxation-Training
DE: *Technical-Writing; *Writing-Apprehension; *Writing-Exercises; *Writing-Improvement; *Writing-Processes
AB: The brain-flow writing technique, which might also be called the "fast flow" technique, offers a particularly useful means of helping adults overcome writer's block. It also offers some bonuses in the form of enhanced creativity, improved thought-flow, and much faster writing output. There are six steps to brain-flow writing. In the first, or fact-gathering stage, the writer can use a "thinking tree" to record topics and related "branches" the writer plans to deal with in a paper. In the second stage, the writer prepares his or her mind for writing using physical and mental relaxation techniques. In the third stage, the writer reviews the facts by rereading the "thinking tree," deciding what the paper is to accomplish, and who the paper's audience will be. In the fourth stage, the writer leaves the task to engage in some other activity, a step that allows the less dominant right hemisphere of the brain to help in the writer's thinking. In the fifth stage, the writer concentrates on writing, with no holds barred, as quickly as he or she can. In the sixth and final stage, the writer reviews what he or she has written to correct grammar, punctuation, and consistency of

style. Writers using this technique may be surprised to discover how little polishing such writing requires. (HTH)

AN: ED249523
AU: Petrosko,-Joseph-M.; And-Others
TI: Relationships among Writing Ability, Grade Level, Writing Apprehension and Knowledge of Composing as a Process in Secondary School Students.
PY: 1984
NT: 28 p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Age-Differences; Behavior-Patterns; Cognitive-Processes; Elementary-Secondary-Education; Predictor-Variables; Writing-Difficulties
DE: *Knowledge-Level; *Writing-Apprehension; *Writing-Processes; *Writing-Research; *Writing-Skills
AB: Drawing upon the processing, distancing, and affective streams of writing research, a study examined the relationships among key variables in the writing of sixth through twelfth grade students: grade level, writing ability, knowledge of appropriate and inappropriate writing behaviors, and writing apprehension. Subjects, 496 students from an urban school district, completed an instrument designed to measure knowledge of appropriate writing behaviors and a writing apprehension test. Additional data were gathered from teacher ratings of student writing ability. Results indicated that students rated lowest in writing ability were less able to identify written descriptions of appropriate and inappropriate writing behavior than were high ability students. In addition, writing ability was related to emotional apprehension about the act of writing, with low ability students showing greater apprehension than high ability students. Multiple regression analysis revealed that student knowledge of appropriate and inappropriate writing behavior was a significant predictor of writing ability. (A copy of the instrument to measure student knowledge of appropriate writing behavior is appended.) (FL)

AN: ED240542
AU: Pfeifer,-Jeri
TI: What Happens to Writing Apprehension in a Reading Class?
PY: 1983
NT: 15 p.; Paper presented at the Annual Meeting of the South Central Modern Language Association (Fort Worth, TX, October 27-29, 1983).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Academic-Aptitude; College-Freshmen; Higher-Education; Integrated-Activities; Reading-Skills; Student-Needs; Teaching-Methods; Writing-Skills

DE: *Reading-Ability; *Reading-Instruction; *Reading-Research; *Writing-Apprehension; *Writing-Research
AB: A study investigated whether reading ability is a significant factor in the level of student writing apprehension and whether writing apprehension is reduced as reading skills improve. Subjects were 49 college freshmen enrolled in a reading improvement course that was directed toward learning in three domains: (1) cognitive--knowledge, synthesis, and application of reading skills; (2) psychomotor--actual reading; and (3) affective--reading as an enjoyable, nonthreatening experience. Instruments used in the study were the Nelson-Denny Reading Test, which was administered both at the beginning and at the end of the course, and the writing Apprehension Test, which was administered during freshmen orientation experiences before enrollment. Results indicated that reading ability contributed to low apprehension and lack of reading ability to high writing apprehension, which, in turn, kept anxious writers from effective reading. The findings suggest that improvement in one area will lead to improvement in the other, and that any experience with language that brings a student to a more intimate, comfortable station with words will transfer skill to the entire spectrum of language. (A copy of the Writing Apprehension Test is appended.) (FL)

AN: EJ271164
AU: Raisman,-Neal
TI: I Just Can't Do English: Writing Anxiety in the Classroom.
PY: 1982
JN: Teaching-English-in-the-Two-Year-College; v9 n1 p19-23 Fall 1982
AV: Reprint: UMI
DE: College-Freshmen; English-Instruction; Higher-Education; Student-Attitudes
DE: *Writing-Apprehension; *Writing-Composition; *Writing-Instruction; *Writing-Research
AB: Describes a study of students' anxiety levels in the writing classroom. Results indicated a significant rise in anxiety level for "writing papers for grades," and a marked fear of failing a test. (HTH)

AN: EJ301273
AU: Raisman,-Neal-A.
TI: Technical Writing Reduces Writing Anxiety: Results of a Two Year Study.
PY: 1984
JN: Technical-Writing-Teacher; v11 n2 p145-56 Win 1984
DE: College-Freshmen; Course-Content; Higher-Education; Teaching-Methods
DE: *Technical-Writing; *Writing-Apprehension;

*Writing-Instruction;
*Writing-Research
AB: Describes the methodology and results of a study to determine whether writing instruction caused anxiety. The results indicated that teaching technical writing in freshman composition was more effective in lowering student writing anxiety than were literary-essay or rhetorical teaching approaches. (HTH)

AN: ED248539
AU: Reed,-W.-Michael; And-Others
TI: Daly and Miller's Writing Apprehension Test and Hunt's T-unit Analyses: Two Measurement Precautions in Writing Research.
PY: [1983]
NT: 28 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Attitudes-; Higher-Education; Research-Methodology; Writing-Research; Writing-Skills
DE: *Research-Problems; *Test-Construction; *Test-Validity; *Writing-Apprehension; *Writing-Evaluation
AB: Writing researchers must be concerned with whether the instruments they are using are constructed as soundly as possible and, if so, whether they are performing the necessary analytic procedures to interpret the results correctly. To examine the logic in the construction of J. A. Daly and M. D. Miller's Writing Apprehension Test and the incomplete analytic procedures performed in K. Hunt's T-unit analyses, two experiments were conducted with college students. Results of the first experiment showed that the inclusion of the "uncertain" response choice in the writing apprehension test can lead to faulty results, thus lessening the validity of the instrument. Findings from the second experiment indicated that the assumption of a positive, linear relationship between syntactic complexity (T-unit analyses) and writing quality is inappropriate, especially when comparing diverse groups. The two experiments suggested that (1) either writers may be misassigned to writing apprehension groups or scores may not accurately reflect their degree of writing apprehension, thus confounding results, inferences, and theories on which other studies are subsequently based; and (2) essays may be evaluated for syntactic complexity with the false assumption that a positive, linear relationship exists between syntactic complexity and quality. (HTH)

AN: EJ368199
AU: Reed,-W.-Michael; And-Others
TI: Daly and Miller's Writing Apprehension Test and Hunt's T-Unit Analyses: Two Measurement Precautions in Writing Research.
PY: 1988
JN: Journal-of-Research-and-Development-in-Education; v21 n2 p1-8 Win 1988
AV: UMI

DE: Componential-Analysis; Test-Construction; Writing-Skills
DE: *Research-Methodology; *Test-Validity; *Writing-Apprehension; *Writing-Research
AB: Concerns arise about two of the most widely used measurements in writing research because of faulty logic in the construction of the Writing Apprehension Test and the possibility of incomplete analytic procedures using T-unit analyses. Two experiments were conducted to address these concerns. Results are discussed. (Author/MT)

AN: ED248527
AU: Rose,-Mike
TI: Writer's Block: The Cognitive Dimension. Studies in Writing & Rhetoric.
CS: Conference on Coll. Composition and Communication, Urbana, Ill.
PY: 1984
AV: Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62901 ($8.50).
NT: 146 p.; Foreword by Marilyn S. Sternglass.
PR: EDRS Price - MF01/PC06 Plus Postage.
DE: Attitude-Change; Higher-Education; Student-Attitudes; Teaching-Methods; Writing-Difficulties; Writing-Improvement
DE: *Cognitive-Processes; *Models-; *Writing-Apprehension; *Writing-Instruction; *Writing-Processes; *Writing-Research
AB: Noting that the problem of writer's block is often rooted in such cognitive difficulties as rigid or inappropriate composing rules and planning strategies, this study approaches writer's block as a measurable problem that can be analyzed and remedied. The introductory chapter defines writer's block and pertinent terms, discusses a cognitive model of the composing process, reviews previous studies on writer's block, and gives an overview of the present study. The second chapter describes the research procedures, which involved a questionnaire and stimulated-recall study, and presents results of the studies. The third chapter contains case studies of two of the subjects--one a high-blocker, the other a low-blocker--while the fourth chapter summarizes the results of the study, discusses implications for the cognitive model, and presents the implications of the results and model for writing instruction. An afterword on areas for further investigation discusses the relation of blocking to discourse mode and audience, to context, to cognitive styles and personality characteristics, and to the writing experience. Appendixes include the questionnaire and the results of the statistical analysis, materials from the stimulated-recall study, and the analytic scale for evaluating the stimulated-recall essays. (HTH)

AN: ED236652
AU: Rose,-Mike
TI: Questionnaire for Identifying Writer's Block (QIWB).
PY: 1981
NT: 8 p.; For related documents, see CS 207 904-945.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Attitude-Measures; Postsecondary-Education; Secondary-Education
DE: *Student-Attitudes; *Writing-Composition; *Writing-Apprehension; *Writing-Processes
AB: Designed to identify students with writer's block, this measure is an attitude questionnaire of 24 items separated into five subscales: blocking, lateness, premature editing, strategies for complexity, and attitudes. If teachers or researchers wish simply to identify blockers, they can administer only the items within the behavioral subscales--blocking and lateness. If further cognitive diagnosis is desired, then the items in the cognitive/behavioral and cognitive/attitudinal subscales can also be administered. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (senior high through postsecondary and adult), purpose, and physical characteristics.) (HTH)

AN: ED237656
AU: Rutledge,-George-E.
TI: An Introduction to the Process-Conference Approach to the Teaching of Writing Skills in ABE Programs.
PY: 1983
NT: 30 p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Philadelphia, PA, November 29-December 2, 1983).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Adult-Students; Basic-Skills; Conferences-; Prewriting-; Revision-Written-Composition; Writing-Apprehension; Writing-Exercises
DE: *Adult-Basic-Education; *Teaching-Methods; *Writing-Instruction; *Writing-Processes; *Writing-Skills
AB: Writing is an important tool in teaching skills to adult basic education (ABE) students. To be a successful teacher of writing, teachers must be successful writers. They must be aware of the writing process and willing to use it daily in their own lives in order to convey its importance and its usefulness to

their students. One method of teaching writing to ABE students is to conduct a "Writing for Life" program in the regular basic skills classes. In this method, teachers first make the students feel comfortable about writing, then lead them through the prewriting skills (such as lists, random words, outlines, planning), and finally through the composition process as a regular part of the class. Sometimes the subject of the writing can be the students' personal experiences and life stories, while at other times writing is used to reflect back and clarify thought on subject matter such as mathematics lessons. One aspect of this method is the process-conference approach, a proven, workable way to help ABE students become more confident and capable writers. Process-conference teachers do not assign topics in advance and then make extensive corrections after the writing is finished. Their students choose their own topics, then the teacher works with the students through a series of drafts, talking to the students privately, six or more conferences of one to five minutes each. In the conference, teachers ask questions to help students look at and think about their works. These techniques can help ABE students to become better writers, better learners, better thinkers, and happier human beings. (KC)

AN: ED272894
AU: Saunders,-Martha-A.
TI: The Collaborative Description Paper.
PY: 1986
NT: 6 p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (21st, Memphis, TN, February 20-22, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Higher-Education; Participative-Decision-Making; Peer-Evaluation; Remedial-Instruction; Writing-Apprehension; Writing-Evaluation; Writing-Improvement; Writing-Processes
DE: *Cooperation-; *Teaching-Methods; *Writing-Exercises; *Writing-Instruction
AB: Although student writers will accept evaluation more readily from their peers than from their instructors, beginning writers in particular hesitate to offer suggestions to another writer because they do not want to hurt their fellow students' feelings, and because they do not feel they know enough to evaluate someone else's work. The collaborative descriptive writing project works well in helping students overcome these fears and feel at ease with their classmates. As used in a developmental writing class, the project involves only a one paragraph paper, assigned early in the semester. Class discussion prior to the assignment concerns the use of concrete detail and a discussion of relative words that do not describe precisely, such as "tall." Students are then paired with other members of the class, and each pair is assigned to describe some location on the campus. Students visit the site separately, and record their visual, aural, olfactory, and affective observations on a sensory chart. The student pairs

then collaborate on writing a piece of description about their assigned location, but without naming the place in the paper. They must agree on their dominant impressions and on the arrangement of the information. Through this process of coming to agreement, the students discover that suggestions and evaluations can be positive instead of merely negative. The pairs elect a reader who presents the paper to the class, and class guesses the location described. The assignment encompasses the various learning styles students bring to the class, teaches in a fairly painless way the importance of concrete specific detail and audience awareness, and allows students to become more comfortable with making suggestions to their peers about a piece of writing. (HTH)

AN: EJ294746
AU: Selfe,-Cynthia-L.
TI: The Predrafting Processes of Four High- and Four Low-Apprehensive
Writers.
PY: 1984
JN: Research-in-the-Teaching-of-English; v18 n1 p45-64 Feb 1984
AV: UMI
DE: College-Freshmen; Self-Esteem; Writing-Skills
DE: *Planning-; *Prewriting-; *Self-Concept;
*Writing-Apprehension; *Writing-Processes; *Writing-Research
AB: Reports on the predrafting processes of several high and several low writing apprehensive students engaged in academic writing and analyzes the differences related to writing apprehension. (HOD)

AN: EJ381841
AU: Silver,-Kathi-O.
TI: The Extended Conference: A Technique to Encourage Writing.
PY: 1989
JN: English-Journal; v78 n1 p24-27 Jan 1989
AV: UMI
DE: Case-Studies; Grade-8; Junior-High-Schools; Writing-Skills
DE: *Writing-Composition; *Writing-Apprehension;
*Writing-Instruction
AB: Describes a combined process writing approach and extended conference method of writing instruction applied to eighth grade students. Presents the experiences of several students who refused to write at first but soon became proud of their writing after several extended conferences. (RS)

AN: EJ304248
AU: Silverman,-Rita; Zimmerman,-Judith
TI: Measuring the Writing Anxiety of Elementary School Children.
PY: 1982
JN: Diagnostique; v8 n1 p62-70 Fall 1982
AV: UMI

DE: Elementary-Education; Test-Construction
DE: *Anxiety-; *Writing-Apprehension; *Writing-Difficulties; *Writing-Evaluation
AB: The study describes two revisions of the I. Daly and M. Miller Writing Apprehensions Scale. Internal consistency and test-retest reliability coefficients of the second revision were greater than .90. The revised measure should be a useful tool for future research examining the writing anxiety of younger students. (Author/CL)

AN: EJ323940
AU: Simard,-Rodney
TI: Reducing Fear and Resistance by Attacking the Myths.
PY: 1985
JN: College-Teaching; v33 n3 p101-07 Sum 1985
AV: UMI
DE: College-Students; Coping-; Creativity-; Higher-Education; Models-;
Student-Attitudes; Writing-Improvement; Writing-Processes
DE: *Fear-; *Writing-Composition; *Writing-Apprehension
AB: Each student has personal fears, anxieties, and insecurities about writing, which are productive only insofar as they force students into a reevaluation of the ways in which they perceive writing. Approached logically from a nonadversarial position, writing fears can easily be dispelled. (MLW)

AN: ED243112
AU: Smith,-Michael-W.
TI: Reducing Writing Apprehension.
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
PY: 1984
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39671, $4.50 member, $5.75 non-member).
NT: 47 p.; TRIP: Theory & Research into Practice Series.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Secondary-Education; Higher-Education; Student-Attitudes; Student-Teacher-Relationship; Teaching-Methods; Writing-Research
DE: *Attitude-Change; *Teacher-Role; *Writing-Apprehension; *Writing-Evaluation; *Writing-Instruction
AB: Useful for writing teachers at all levels, this monograph explores the nature of writing apprehension and presents nonthreatening teaching and evaluation methods. The first section of the booklet examines theory and research on writing anxiety and its effects, along with some teaching behaviors likely to aggravate the problem. The second section reviews teaching approaches for reducing anxiety, explaining how to introduce the

writing process and discussing model lessons. In considering evaluation procedures, this section suggests a strategy for helping students understand evaluation criteria, offers advice on grouping students for peer criticism, and describes effective grading practices. (HTH)

AN: EJ376028
AU: Stacks,-Don-W.; Boozer,-Robert-W.
TI: An Experimental Study of Written Communication Apprehension and Language Choice in a Business Setting.
PY: 1984
JN: Journal-of-Advanced-Composition; v5 p115-30 1984
DE: Business-Communication; Higher-Education; Syntax-; Writing-Research; Written-Language
DE: *Writing-Apprehension
AB: Provides an initial test of a multidimensional model of written communication apprehension as the construct relates to syntactic language use. Finds support for a multidimensional model of writing apprehension and for the impact that syntactic choice has on an individual's perceptions of writing apprehension. (MS)

AN: ED281196
AU: Tighe,-Mary-Ann
TI: Reducing Writing Apprehension in English Classes.
PY: 1987
NT: 18 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Research; College-Freshmen; Higher-Education; Peer-Evaluation; Student-Attitudes; Writing-Improvement; Writing-Processes; Writing-Research
DE: *College-English; *Teaching-Methods; *Writing-Apprehension; *Writing-Evaluation; *Writing-Instruction; *Writing-Skills
AB: In an effort to reduce student writing apprehension, an informal, in-class study was conducted in a lower-level college writing course at an Alabama university. The 16 students in this course took a Writing Apprehension Test (WAT--pretest) on the first day of class. Throughout the course, all writing was based on student experiences and came from student journals, all assignments were completed in class and reviewed in small groups discussions, and specific criteria from the rating scale used to evaluate student essays were discussed. Late in the course, students exchanged two essays with a partner--one written early in the course and one written late--and evaluated them as peer critics. Students then evaluated their own essays. Findings from these observations and WAT posttest scores indicated that 13 students were less apprehensive about their writing after the course than before it. In addition, results showed that students

wrote more in their later essays, suggesting a greater willingness to commit themselves on paper. Sentence combining exercises from workbooks did not seem to improve writing skills. Finally, analysis revealed that students' later essays were superior to their earlier ones, suggesting that students' overall writing skills had improved. (The WAT, various instructional and evaluation data, and sample essays are appended.) (JD)

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AN: EJ347008
AU: Unger,-Brian
TI: Operation Extermination: How to Deal with Writer's Apprehension.
PY: 1986
JN: Highway-One; v9 n3 p29-33 Fall 1986

AV: UMI
DE: Affective-Measures; Attitude-Measures;
Elementary-Secondary-Education; Writing-Evaluation
DE: *Diagnostic-Tests; *Peer-Evaluation; *Teaching-Methods;
*Writing-Apprehension; *Writing-Instruction
AB: Offers a test for identifying students with writing
apprehension and offers strategies for dealing with these
students. (SRT)

AN: EJ277964
AU: Vielhaber,-Mary-Elizabeth
TI: Coping with Communication Anxiety: Strategies to Reduce
Writing Apprehension.
PY: 1983
JN: ABCA-Bulletin; v46 n1 p22-24 Mar 1983
AV: Reprint: UMI
DE: Higher-Education; Writing-Instruction
DE: *Teacher-Role; *Technical-Writing; *Writing-Apprehension;
*Writing-Composition
AB: Suggests that, although writing instructors cannot completely
eliminate writing anxiety in students, they can create a positive
environment and offer strategies that will help reduce students'
fears and build confidence in their writing skills. (AEA)

AN: EJ379796
AU: Wolcott,-Willa; Buhr,-Dianne
TI: Attitude as It Affects Developmental Writers' Essays.
PY: 1987
JN: Journal-of-Basic-Writing; v6 n2 p3-15 Fall 1987
AV: UMI
DE: Attitude-Measures; Higher-Education; Negative-Attitudes;
Performance-Factors; Questionnaires-; Writing-Apprehension;
Writing-Research; Writing-Skills
DE: *Student-Attitudes; *Writing-Improvement
AB: Explores developmental students' attitudes toward writing as
a reflection of their writing performance. Finds that the skills
of students with positive attitudes toward writing improved
significantly more than did those of students with neutral or
negative attitudes. Includes a student writing attitude
questionnaire and a questionnaire analysis sheet. (MM)

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